

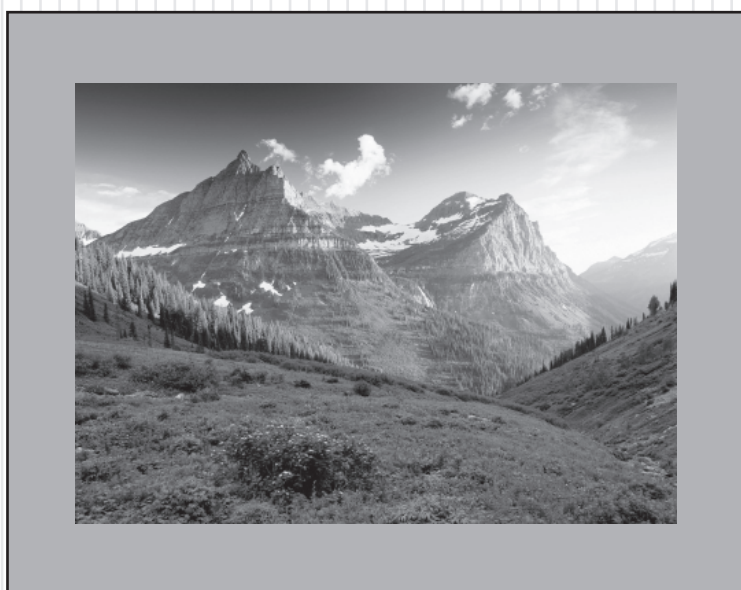
Montana *Comprehensive Assessment* *System* (MontCAS, Phase 2 CRT)

Student Name:

School Name:

Teacher/Class:

GRADE 4
COMMON RELEASED ITEMS
SPRING 2007



OPI

OFFICE OF PUBLIC INSTRUCTION



General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Reading Session 1

This test session includes a reading selection and multiple-choice questions. After you read the selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

This poem is about reading. Read this poem and then answer the questions that follow.

Give Me a Book

Give me a book
and long tall grass,
There will I look
as the hours pass

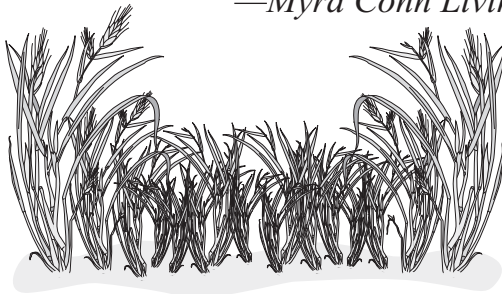
5 To other places
I can see;
To other faces
strange to me.

10 In black and white
they fill my head
With men and women—
vanished, dead—

Of hope and fear,
of wish and need.
15 The world stands still.
I, breathless, read,

And in their history
I see
The untold mystery
20 Of me.

—Myra Cohn Livingston



Mark your answers to questions 1 through 5 in the section marked “Reading—Session 1” in your Student Response Booklet.

1. In line 4, “as the hours pass” means the speaker
 - A. sits and thinks for hours.
 - B. takes hours to find a place to read.
 - C. reads for hours at a time.
 - D. wishes the hours would pass quickly.
2. In line 9, what do the words “black and white” describe?
 - A. pictures of the speaker
 - B. stories the speaker remembers
 - C. pictures of people long ago
 - D. stories that are not interesting
3. In line 16, the word breathless shows that the speaker is
 - A. hopeful.
 - B. confused.
 - C. tired.
 - D. excited.
4. In line 19, what does the word untold mean?
 - A. told again
 - B. always told
 - C. told before
 - D. not told
5. The poet MOST LIKELY chose the title “Give Me a Book” to show that the speaker
 - A. gives books as gifts to people.
 - B. is happy when reading a book.
 - C. thinks books should be shared.
 - D. expects to get books as gifts.

Reading Session 2

This test session includes a reading selection and multiple-choice questions. After you read the selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Protecting planet Earth takes many people, all doing their part. Read the following article about an easy way to help planet Earth and then answer the questions that follow.



How does it work?

It's simple. More than 8,000 communities (that's more than 101 million families in 30 million households) already pick up newspapers, cans, bottles, and other items at curbside or drop-off recycling sites.

If each of these families adds at least one paper grocery bag a week to their recycling, Americans will recycle more than a billion

bags a year (that's 1,000,000,000 bags).

Take action today to reuse and recycle your paper grocery bags and boxes!



How can I join?

It's as easy as ONE, TWO, THREE:

1. Set an example and encourage your family and friends to reuse paper grocery bags for shopping at least three times—then recycle them.
2. Learn the facts about recycling, then take action to help your community add paper grocery bags to its curbside or drop-off recycling program.
3. Remember that the paper you recycle is used to make new paper—and keep it separate from plastics, metals, food, and other contaminants.



Think Before You Throw Things Away

A golden rule of waste reduction is to never throw away anything that can be used again. If an item can be reused for the same purpose, or for something new, then reuse it! Paper grocery bags are made from a kind of paper called Kraft, a **German** word that means “**strength**.” They can hold up to 20 pounds of groceries, and can be reused many times. Choose to reuse!

Be a Recycling Leader

Today’s youth are a driving force in recycling efforts. In many homes, it’s the kids who get the family involved in recycling . . . and who keep it going. You can start a recycling program at home or school. Just learn what items your town recycles, then do your best to recycle them. Remember to keep used paper for recycling separate from contaminants such as plastic wraps and food waste.

Write to your local recycling coordinator, mayor, governor, Congressional representatives—even the President. Let them know what you’re doing to clean up the earth, and ask for their help.



Chart your Progress

Use a pencil to draw three squares on the top left corner of each paper grocery bag you get from the grocery store (or find in your house). Every time you reuse one of the bags for groceries, chart your progress by writing a check mark in one of the squares. Once you’ve reused each bag at least three times, recycle it.

Mark your answers to questions 6 through 10 in the section marked “Reading—Session 2” in your Student Response Booklet.

- | | |
|---|---|
| <p>6. Why does the author MOST LIKELY begin the article by asking a question?</p> <ul style="list-style-type: none">A. to trick the reader into joining the campaignB. to interest the reader in the articleC. to give the reader informationD. to teach the reader about recycling programs | <p>7. Before taking part in the Billion Bags Campaign, people should</p> <ul style="list-style-type: none">A. learn about their community’s recycling program.B. find out if local grocery stores will take part in the project.C. find out who in the community would reuse paper bags.D. research the kind of paper used to make paper bags. |
|---|---|



8. In the section “Think Before You Throw Things Away,” why are the words “strength” and “German” printed in **bold** type?
- A. They are the main ideas of the section.
 - B. They are repeated in another section.
 - C. They explain an extra rule to follow.
 - D. They point out important information.
9. As part of the campaign, the reader is told to draw squares on paper bags to
- A. decorate the bags with a recycling message.
 - B. remind family members to throw less away.
 - C. make people more aware of the environment.
 - D. keep track of how many times the bags are used.
10. The project is called the Billion Bags Campaign because
- A. Americans use over a billion paper bags a year.
 - B. there are a billion paper bags wasted every year.
 - C. its goal is to recycle over a billion bags per year.
 - D. over a billion children can do this project each year.

Reading Session 3

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Read this passage about Rachel Carson and then answer the questions that follow.



Rachel Carson
(1907–1964)

In her books, she told people to care for the earth.

When Rachel Carson was a young girl in Springdale, Pennsylvania, she liked to read and write. At the age of ten, she sold a story she had written to a magazine for ten dollars.

Rachel was also interested in plants and animals. She studied these subjects in college and afterwards in graduate school. Because Rachel did so well, she received scholarships to pay for her studies. When she was finished, she had to choose. What should she be—a writer or a scientist? Rachel Carson decided to be both.

She wrote about plants and animals for the United States Fish and Wildlife Service. She also published several books about nature. In *The Sea Around Us*, Rachel Carson helped people learn about the ocean. Many people bought this book.

Her last book, *Silent Spring*, was published in 1962. In it, Rachel Carson

warned people not to spray pesticides, or bug killers, on the earth. These pesticides, such as DDT, were supposed to kill only harmful insects. But they also were killing helpful insects, as well as birds and fish. Rachel Carson warned that some animals might become extinct because of DDT. Extinct means that the animals would no longer exist.

She said pesticides could harm humans, too. *Silent Spring* changed the way people thought about nature. Most people had not worried about air and water before. Now **5** they began to feel responsible for keeping the environment clean and healthy. They began to take action, too. For example, lawmakers passed a law saying that DDT could no longer be used.

Rachel Carson's choice to write about animals and plants made the world a better place for all living things.



Mark your answers to questions 11 through 15 in the section marked “Reading—Session 3” in your Student Response Booklet.

Use the dictionary entry below to answer question 11.

responsible *adj.* **1.** having as a duty or area of concern: *Dan is responsible for washing the dishes.* **2.** trustworthy, reliable: *Tina is a very responsible worker.* **3.** being the main cause: *The bad weather was responsible for the school closing.* **4.** under the supervision of: *The manager has several workers who are responsible to her.*

11. Which meaning of responsible is used in paragraph 5?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

12. How did the book *Silent Spring* change the way people thought about nature?

- A. It made people appreciate nature’s beauty more.
- B. It showed people that some insects are helpful.
- C. It made people realize that their actions affect nature.
- D. It showed people that some animals were already extinct.

13. What is the MAIN idea of this passage?

- A. Rachel Carson wrote a famous book titled *Silent Spring*.
- B. Rachel Carson helped change the way people thought about nature.
- C. Pesticides were killing helpful animals as well as harmful animals.
- D. A law was passed that prevented the use of DDT as a pesticide.

14. Which statement would the author MOST LIKELY make?

- A. Rachel Carson’s writing saved some animals from extinction.
- B. *The Sea Around Us* was Rachel Carson’s most important book.
- C. The best way to help plants and animals is to become a science writer.
- D. Most people care about the environment because they read *Silent Spring*.

15. How is the information in this passage organized?

- A. by question and answer
- B. by comparison and contrast
- C. from most important to least important
- D. in the order in which things happened



Paul Bunyan is a larger-than-life folk hero. Read this story about Paul Bunyan and then answer the questions that follow.

Paul Bunyan Digs the St. Lawrence River

by Dell J. McCormick

One summer Paul decided to leave the North Woods and go back to Maine to visit his father and mother. When he arrived, they talked about old times, and Paul asked about Billy Pilgrim, the biggest man in that part of the country.

2 “What is this Billy Pilgrim doing?” asked Paul.

“He is digging the St. Lawrence River between the United States and Canada,” said Paul’s father. “There was nothing to separate the two countries. People never knew when they were in the United States and when they were in Canada.”

Paul Bunyan went to see Billy. He found that Billy Pilgrim and his men had been digging for three years and had dug only a very small ditch. Paul laughed when he saw it.

“My men could dig the St. Lawrence River in three weeks,” said Paul.

This made Billy angry for he thought no one could dig a large river in three weeks.

“I will give you a million dollars if you can dig the St. Lawrence River in three weeks!” said Billy Pilgrim.

So Paul sent for Babe the Blue Ox, Ole the Big Swede, Brimstone Bill, and all his woodsmen.

Paul told Ole to make a huge scoop shovel as large as a house. They fastened it to Babe with a long buckskin rope. He hauled many tons of dirt every day and emptied the scoop shovel in Vermont. You can see the large piles of dirt there to this day. They are called the Green Mountains.

Every night Johnnie Inkslinger, who did the arithmetic, would take his large pencil and mark one day off the calendar on the wall.

Billy Pilgrim was afraid they would finish digging the river on time. He did not want to pay Paul Bunyan the million dollars, for at heart he was a miser. So he thought of a plan to prevent Paul from finishing the work.

One night Billy called his men together and said, “When everybody has gone to bed we will go out and pour water on the buckskin rope so it will stretch, and Babe the Blue Ox will not be able to pull a single shovelful of dirt!”

The next day, Babe started toward Vermont with the first load of dirt. When he arrived there, he looked around and the huge scoop was nowhere to be seen. For miles and miles the buckskin rope had stretched through the forests and over the hills.

14 Babe didn’t know what to do. He sat down and tried to think, but everyone knows an ox isn’t very bright; so he just sat there. After a while the sun came out and dried the buckskin and it started to shrink to normal size.

Babe planted his large hoofs between two mountains and waited. The buckskin rope kept shrinking and shrinking. Soon the scoop shovel came into view over the hills. Then Babe emptied it and started back after another load.



In exactly three weeks the St. Lawrence River was all finished, but still Billy Pilgrim did not want to pay Paul the money.

“Very well,” said Paul, “I will remove the water!” So he led Babe the Blue Ox down to the river, and Babe drank the St. Lawrence River dry.

18 Billy Pilgrim only chuckled to himself for he knew that the first rain would fill it again. Soon it began to rain, and the river became as large as ever.

So Paul picked up a large shovel.

“If you do not pay the money you owe me I will fill the river up again,” said Paul.

He threw in a shovelful of dirt. He threw in another and another, but still Billy Pilgrim would not pay him the money.

“I will pay you half your money,” said Billy.

Paul again picked up his shovel and tossed more dirt into the river.

“I will pay you two thirds of your money,” said Billy.



Paul kept throwing more dirt into the river until he had thrown a thousand shovelfuls.

“Stop! I will pay you all your money!” cried Billy.

So Paul Bunyan was finally paid in full for digging the St. Lawrence River. The thousand shovelfuls of dirt are still there.

They are called the Thousand Islands.

Mark your answers to questions 16 through 26 in the section marked “Reading—Session 3” in your Student Response Booklet.

16. Billy and his men were digging the St. Lawrence River because people in the United States and Canada

- A. needed a river in which to catch fish.
- B. offered to pay Billy a million dollars.
- C. could not get from one country to the other.
- D. never could tell which country they were in.

17. In paragraph 2, why are the words “What is this Billy Pilgrim doing?” in quotation marks (“ ”)?

- A. Paul is thinking about the words.
- B. The words are the most important ones in the story.
- C. Paul is saying the words to somebody.
- D. The words show what Billy is saying.



18. According to this story, what was formed by the dirt Babe the Blue Ox hauled away?

- A. the state of Vermont
- B. the Green Mountains
- C. the Thousand Islands
- D. the St. Lawrence River

19. How does Billy try to stop Paul from digging the St. Lawrence River?

- A. by hiding the scoop shovel
- B. by wetting the buckskin rope
- C. by cutting the buckskin rope
- D. by making the shovel heavy

Use the dictionary entry below to answer question 20.

bright *adj.* **1.** shedding much light: *a bright ray of sunlight* **2.** very clear in color: *a bright red fire engine* **3.** clever, being very smart: *a bright idea* **4.** cheerful and lively: *a bright and happy song*

20. Which meaning of the word bright is used in paragraph 14?

- A. meaning 1
- B. meaning 2
- C. meaning 3
- D. meaning 4

21. In paragraph 18, the word chuckled means the same as

- A. moaned.
- B. whispered.
- C. grumbled.
- D. laughed.

22. Which word BEST describes Billy Pilgrim?

- A. selfish
- B. unusual
- C. popular
- D. careless

23. The action in this story MAINLY takes place between

- A. Paul and Babe.
- B. Babe and Billy.
- C. Billy and Paul.
- D. Paul and Brimstone Bill.



24. The picture BEST helps readers understand the story by showing
- A. how big Paul really is.
 - B. the length of the St. Lawrence River.
 - C. how much dirt was shoveled.
 - D. the strength it took to dig the river.

25. What kind of story is this?
- A. a play
 - B. a biography
 - C. a tall tale
 - D. realistic fiction

26. Which book will MOST LIKELY contain more stories about Paul Bunyan?
- A. *The Story of the St. Lawrence River*
 - B. *The History of Oxen in the United States*
 - C. *Great American Folk Heroes*
 - D. *Life in the Green Mountains of Vermont*

Write your answer to question 27 in the space provided for it in your Student Response Booklet.

27. Explain why Paul Bunyan is an unusual character. Use information from the story to support your answer.

Mathematics

Session 1 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 1 through 9 in the section marked "Mathematics—Session 1 (Calculator)" in your Student Response Booklet.

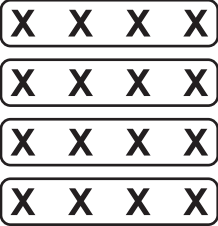
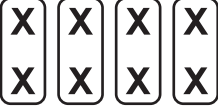
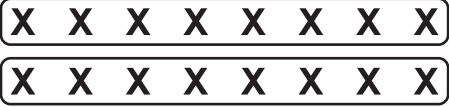

1. The numbers below follow a pattern.

130, 145, 160, __?__, 190, 205, 220

What number is missing from the pattern?

- A. 170
- B. 175
- C. 180
- D. 185

2. Which array shows 2×8 and $16 \div 2$?

- A. 
- B. 
- C. 
- D. 

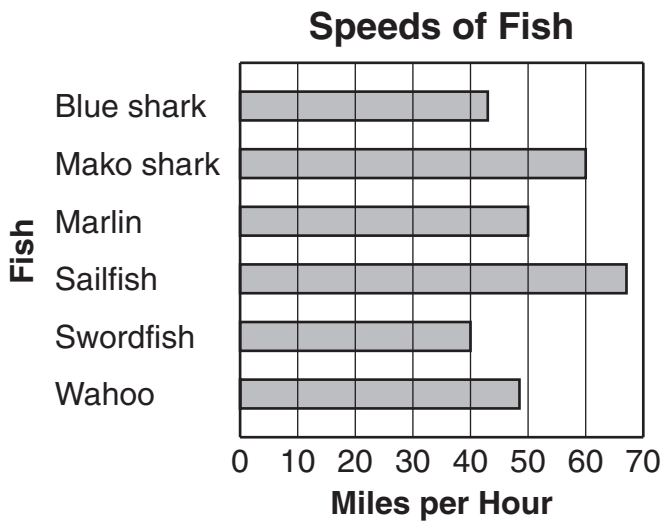


3. Each \square stands for the same number in the problem shown below.

$$\square \times \square \times 2 = 18$$

What number belongs in each \square ?

- A. 9
B. 6
C. 4
D. 3
4. The bar graph below shows the speeds at which some fish swim.



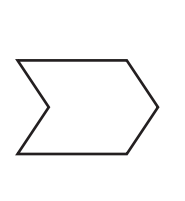
Which fish swims SLOWER than the Marlin but FASTER than the Blue shark?

- A. Mako shark
B. Sailfish
C. Swordfish
D. Wahoo

5. All 24 students in Mr. Sullivan's class are working in groups of 4 students each. Each group needs 8 markers. How many markers does the class need in all?

- A. 12
B. 32
C. 36
D. 48

6. Dana flipped the shape shown below over the line.

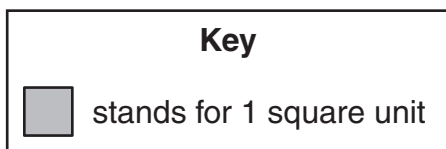
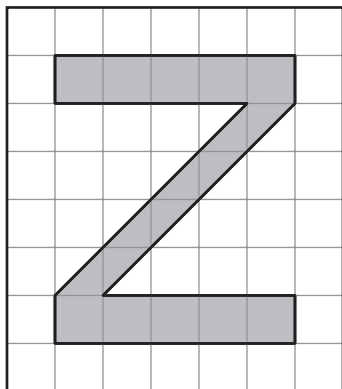


What does the shape look like now?

- A.
- B.
- C.
- D.



7. Zander shaded the squares below to make a letter.



What is the area of the letter in square units?

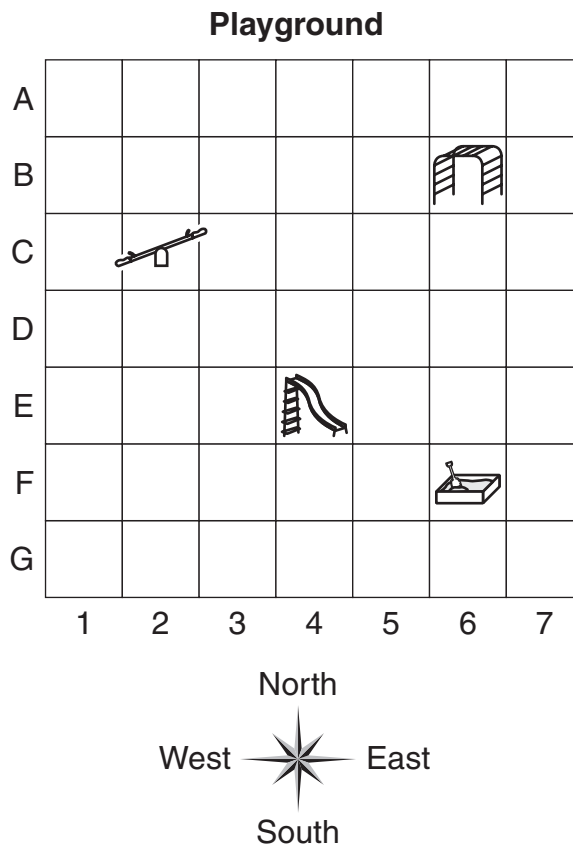
- A. 14
- B. 18
- C. 26
- D. 30

Use the pattern below to answer question 8.

52, 60, 57, 65, 62, 70, 67, 75

8. What is the rule for the pattern?
- A. Add 8.
 - B. Subtract 3 and then add 8.
 - C. Add 8 and then subtract 3.
 - D. Subtract 8.

9. Max is making the map of a playground shown below.



Max wants to draw a swing set 2 spaces north and 3 spaces east of the slide. What ordered pair shows where Max should draw the swing set?

- A. (7, G)
- B. (4, C)
- C. (1, G)
- D. (7, C)



Write your answer to question 10 in the space provided for it in your Student Response Booklet. Show all of your work.

10. The students in Mr. Wilson’s class voted today for class president. Their votes are shown below.

| | | | |
|-------|-------|-------|-------|
| Pat | Terry | Jamie | Terry |
| Terry | Jamie | Jamie | Terry |
| Jamie | Terry | Pat | Jamie |
| Terry | Pat | Terry | Terry |
| Jamie | Terry | Jamie | Pat |

- a. On the grid in your Student Response Booklet, make a tally chart to show how many votes each student received. Be sure to correctly title and label your tally chart.
- b. Write one math question that can be answered using the information in your tally chart. Your question should use information about at least two of the students on the tally chart.

Mathematics

Session 2A (Calculator)

This test session includes multiple-choice questions. You may use a calculator during this session.

Mark your answers to questions 11 through 15 in the section marked "Mathematics—Session 2A (Calculator)" in your Student Response Booklet.

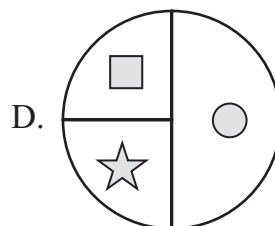
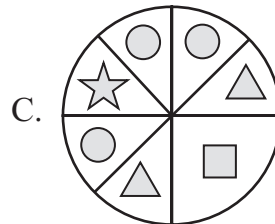
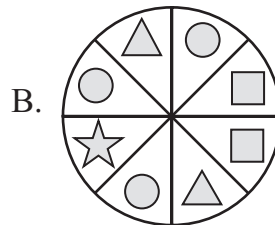
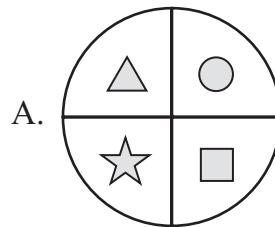
11. Jared is holding an object with more than one face that is a circle. What is the shape of the object that Jared is holding?

A. cube
B. cylinder
C. cone
D. pyramid

12. There are 8 tables and 24 students in Mr. Fox's classroom. Which number sentence could be used to find how many students can sit at each table?

A. $24 + 8 = \square$
B. $24 \times 8 = \square$
C. $24 - 8 = \square$
D. $24 \div 8 = \square$

13. Which spinner should Joyce use so that she is most likely to spin a circle?



14. Look at the statements below.

$$24,156 < \boxed{} \qquad 77,043 > \boxed{}$$

Which number could go into BOTH boxes?

- A. 80,346
- B. 63,004
- C. 24,156
- D. 14,122

15. The chart below shows how many packages of cream cheese the MacLeans purchase when they buy bagels.

| | | | |
|--------------------------|---|---|---|
| Number of Bagels | 3 | 6 | 9 |
| Packages of Cream Cheese | 2 | 4 | 6 |

The MacLeans bought 12 bagels. How many packages of cream cheese did they purchase?

- A. 7 packages
- B. 8 packages
- C. 9 packages
- D. 10 packages

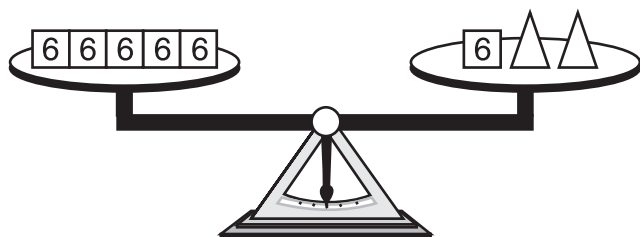
Mathematics



Session 2B (No Calculator)

This test session includes multiple-choice questions. You may NOT use a calculator during this session.

Mark your answers to questions 16 through 19 in the section marked "Mathematics—Session 2B (No Calculator)" in your Student Response Booklet.

16. The scale shown below is in balance.



Each  weighs 6 ounces. How much does each  weigh?

- A. 6 ounces
- B. 12 ounces
- C. 24 ounces
- D. 30 ounces

17. The clock shown below shows what time Sabrina put a cake in the oven.



The cake needs to bake for 50 minutes. What time will the cake be done?

- A. 5:53
- B. 5:58
- C. 6:03
- D. 6:08



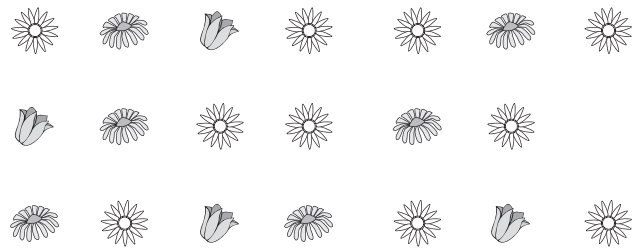
18. Jessie, Marty, and Candie collect rocks.

- Together Jessie and Marty have 28 rocks.
- Together Jessie and Candie have 34 rocks.
- Marty has 13 rocks.

How many rocks does Candie have?

- A. 13 rocks
- B. 15 rocks
- C. 19 rocks
- D. 21 rocks

19. Look at the flowers.



Which tally chart correctly shows how many of each flower there are?

A.

| Flower | Number |
|--------|---------------------------------|
| | |
| | |
| | |

B.

| Flower | Number |
|--------|--------|
| | |
| | |
| | |

C.

| Flower | Number |
|--------|---|
| | |
| | |
| | |

D.

| Flower | Number |
|--------|---|
| | |
| | |
| | |

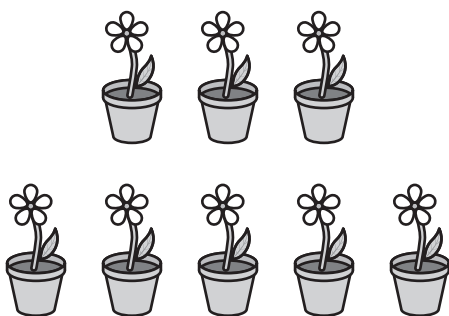
Mathematics

Session 3 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 20 through 28 in the section marked "Mathematics—Session 3 (No Calculator)" in your Student Response Booklet.

20. Mandy watered 5 of the flowers shown below.



Which fraction of the flowers did Mandy water?

- A. $\frac{3}{8}$
- B. $\frac{3}{5}$
- C. $\frac{5}{8}$
- D. $\frac{8}{5}$

21. Dale cut out two shapes to make the trapezoid shown below.



Which two shapes did he cut out?

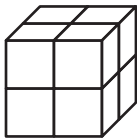
- A. A parallelogram and a triangle.
- B. Two triangles, one pointing up and one pointing down.
- C. A right triangle and a parallelogram.
- D. Two parallelograms.



22. Julie had \$10.00. She spent \$7.45 at a bookstore. How much money does Julie have now?

- A. \$2.55
- B. \$2.65
- C. \$3.45
- D. \$3.65

23. Robbie used small cubes to make the large cube shown below.



How many small cubes did Robbie use?

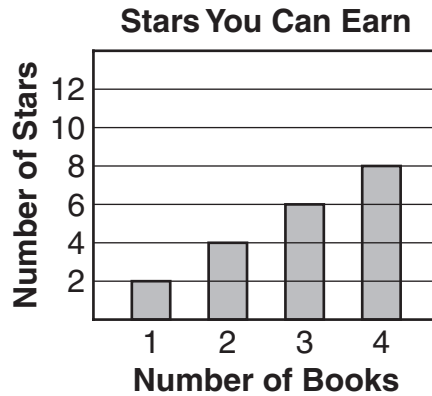
- A. 7
- B. 8
- C. 12
- D. 16

24. There are 4 rows of children in a chorus. Each row has 28 children in it. How many children are in the chorus?

- A. 32
- B. 82
- C. 112
- D. 116



25. Mrs. Watts made the bar graph below to show her class how many stars a student can earn for reading different numbers of books.



Which pictograph shows the same information?

Stars You Can Earn

A.

| Number of Books | Number of Stars |
|-----------------|-----------------|
| 1 | ☆☆ |
| 2 | ☆☆ |
| 3 | ☆☆ |
| 4 | ☆☆ |

Key

☆ stands for 2 stars

Stars You Can Earn

B.

| Number of Books | Number of Stars |
|-----------------|-----------------|
| 1 | ☆ |
| 2 | ☆☆ |
| 3 | ☆☆☆☆ |
| 4 | ☆☆☆☆☆ |

Key

☆ stands for 2 stars

Stars You Can Earn

C.

| Number of Books | Number of Stars |
|-----------------|-----------------|
| 1 | ☆☆ |
| 2 | ☆☆☆☆ |
| 3 | ☆☆☆☆☆☆ |
| 4 | ☆☆☆☆☆☆☆☆ |

Key

☆ stands for 2 stars

Stars You Can Earn

D.

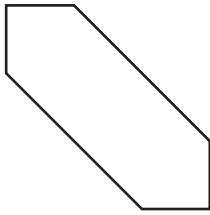
| Number of Books | Number of Stars |
|-----------------|-----------------|
| 1 | ☆ |
| 2 | ☆☆ |
| 3 | ☆☆☆ |
| 4 | ☆☆☆☆ |

Key

☆ stands for 2 stars



Use the shape shown below to answer question 26.



26. How many lines of symmetry does this shape have?

- A. 1
- B. 2
- C. 4
- D. 6

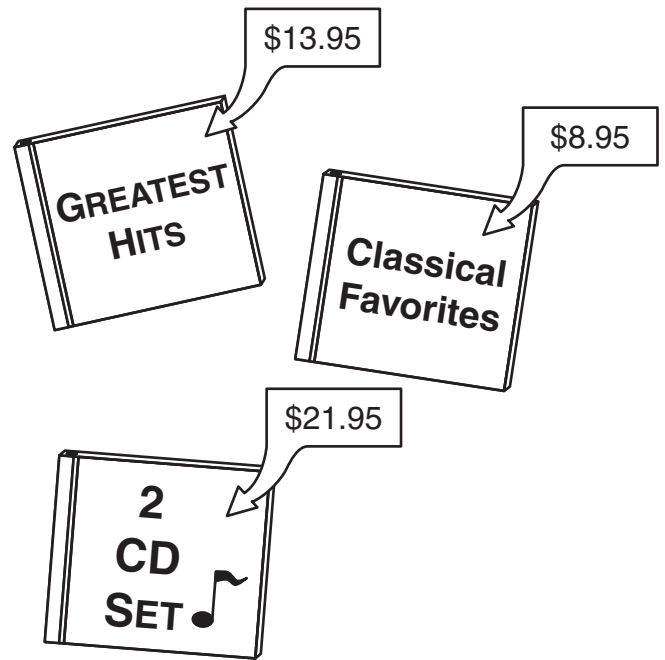
Use your ruler and the string shown below to answer question 27.



27. What is the length of this string to the nearest $\frac{1}{4}$ inch?

- A. 2 inches
- B. $2\frac{1}{4}$ inches
- C. $2\frac{1}{2}$ inches
- D. $2\frac{3}{4}$ inches

28. Alice bought the CDs shown below.



Which is the BEST estimate of the total cost of the CDs Alice bought?

- A. \$41.00
- B. \$42.00
- C. \$45.00
- D. \$48.00



Write your answers to questions 29 through 30 in the spaces provided in your Student Response Booklet. Show all of your work.

29. Subtract:

$$\begin{array}{r} 7049 \\ - 3851 \\ \hline \end{array}$$

30. Divide:

$$3 \overline{)861}$$

Acknowledgments

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“Give Me a Book” from *4-Way Stop and Other Poems* by Myra Cohn Livingston. Published by Atheneum Books for Young Readers. Copyright © 1976 by Myra Cohn Livingston.

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